

Stan's Big Basket



What's your child's education worth to you?

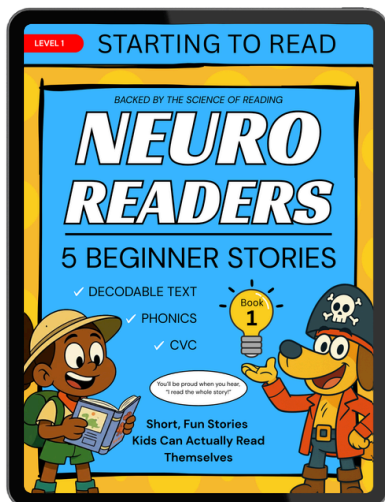
A Note For Parents & Teachers

These short phonics passages are a helpful tool for focused practice.

But for deeper and more lasting reading growth, we recommend pairing them with a comprehensive phonics book series.

If you want a full series, then check out the **NeuroReaders Decodable Phonics Series** for Advanced Kindergarten and First Grade to support systematic skill development and comprehension.

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IMSE Orton-Gillingham Plus • Concept #38: Two- Consonant Beginning S Blends

Phonics Focus: /sk/ /sn/ /sp/ /st/ – skip, snack, spoon,
stick, stop, Stan, spot, smell.

Red Words: he, has, the, to, a

Vocabulary Words: basket, shop

Stan has a big red basket.

He can fit a lot of stuff in his basket.

Stan goes to the shop.

He gets a snack.

He gets a snack and a spoon.

He gets a snack and a stick.

He can spot a small snack.

He can smell the snack.

He can skip to the shop.

He puts the stuff in his basket.

The basket is full.

Stan must stop.

He has a plan.

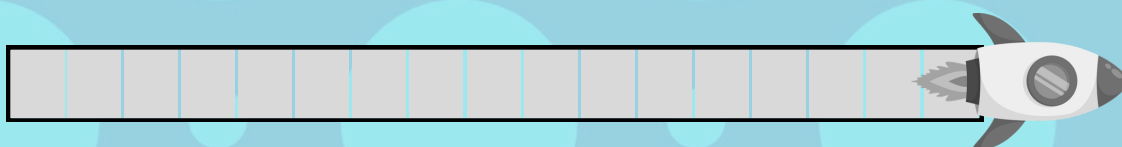


Stan has a big red basket.

He can fit a lot of stuff
in his basket.

Stan goes to the shop.

He gets a snack.



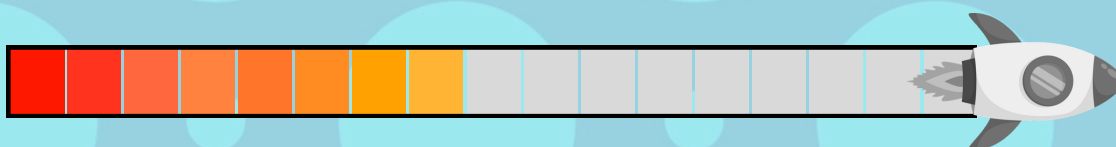


He gets a snack and a spoon.

He gets a snack and a stick.

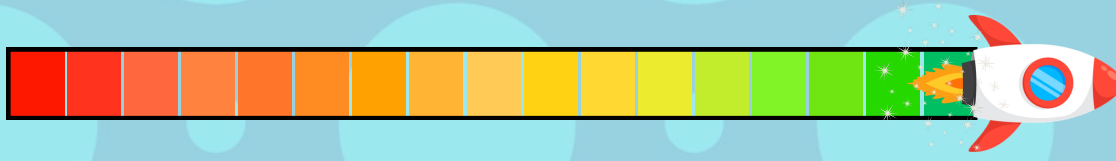
He can spot a small snack.

He can smell the snack.





He can skip to the shop.
He puts the stuff in his basket.
The basket is full.
Stan must stop.
He has a plan.



Blend the Sounds

IMSE Orton-Gillingham Plus · Concept #38: Two-Consonant Beginning S
B le nds

Name: _____

Date: _____

Say each sound out loud. Then blend the sounds together to make a word. Write the word on the line.

★ Say /s/ and the next sound fast to make an s-blend!

1. /s/ /n/ /a/ /ck/ → _____

2. /s/ /t/ /o/ /p/ → _____

3. /s/ /k/ /i/ /p/ → _____

4. /s/ /p/ /o/ /t/ → _____

5. /s/ /m/ /e/ /ll/ → _____

★ ★ ★ ★ ★
GREAT BLENDING!

Build an S-Blend Word

Name: _____

Date: _____

Pick the s-blend from the bank to fill in the missing letters. Write the whole word on the line.

★ S-BLEND BANK ★

sk · sm · sn · sp · st

1.

__	a	n
----	---	---

*a boy's name*_____

2.

__	o	p
----	---	---

*to quit going*_____

3.

__	a	ck
----	---	----

*a little bite to eat*_____

4.

__	i	p
----	---	---

*to hop along*_____

5.

__	e	ll
----	---	----

*use your nose*_____

6.

__	o	t
----	---	---

*to see something*_____



Finish the Sentence

RED WORDS

Name: _____

Date: _____

Use a red word from the bank to finish each sentence. Each word is used one time.

★ RED WORD BANK ★

he has the to a

1. Stan _____ a big red basket.
2. Stan goes _____ the shop.
3. He gets _____ snack.
4. _____ can fit a lot of stuff.
5. Stan can smell _____ snack.



Yes or No?

COMPREHENSION

Name: _____

Date: _____

Think about the story. Circle Yes or No for each question.

1. Does Stan have a big red basket?

Yes

No

2. Does Stan go to the pond?

Yes

No

3. Can Stan smell the snack?

Yes

No

4. Does Stan get a stick at the shop?

Yes

No

5. Is the basket full at the end?

Yes

No



GREAT THINKING!

Copy and Complete

WRITING

Name: _____

Date: _____

Copy the first three sentences. Then use a word from the bank to finish sentences 4 and 5. Write the whole sentence on the line.

★ WORD BANK ★

spoon · skip

1. Stan has a big red basket.

2. He gets a snack.

3. Stan must stop.

4. He gets a snack and a _____.

5. He can _____ to the shop.



GREAT WRITING!

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